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ABSTRACT

The Peace Corps Programming and Training System (PATS) manual is designed to help field staff members of the Peace Corps train volunteers. This supplement to the PATS manual was developed to provide complementary information about key aspects of Peace Corps programming and training for youth development. It is intended for individuals involved in Peace Corps programming and training, such as Peace Corps staff, contractors or consultants, and staff of host country agencies, Peace Corps volunteers, counterparts, and beneficiaries. The supplement uses examples drawn from a wide variety of countries to illustrate the programming and training development process. The first section of the supplement provides an overview of Peace Corps' past, current, and potential role in youth development and addresses how the use of PATS can enhance that role. Following this introduction, four sections provide information on program assessment, project development, training, and evaluation. These sections correspond directly to sections in the PATS manual. Two appendixes provide (1) project goals, objectives, and milestones planning sample; and (2) task lists. (KC)

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Programming and Training for Peace Corps Youth Development Projects

Supplement to Peace Corps Programming and Training System Manual

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Programming and Training for Peace Corps Youth Development Projects

Supplement to Peace Corps Programming and Training System Manual

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Programming and Training for Peace Corps Youth Development Projects

Supplement to Peace Corps Programming and Training System Manual

I. Introduction

Peace Corps (PC) can make positive contributions to a host country's development through collaborative projects in Youth Development and through the integration of youth-oriented activities through projects across all sectors. While the Programming and Training System (PATS) Manual has provided Peace Corps with a comprehensive approach to developing and managing effective projects across all sectors, this Supplement has been developed to provide complementary information on key aspects of Peace Corps programming and training for Youth Development. It is intended for use by all involved in Peace Corps Youth Development programming and training: Peace Corps staff, Peace Corps contractors or consultants, staff of Host Country Agencies (HCAs) with which Peace Corps is working, Peace Corps Volunteers (PCVs), counterparts, and beneficiaries. Throughout the Supplement, real examples are used to illustrate the programming and training development process. These examples are printed in boldface.

This section of the Supplement provides an overview of Peace Corps' past, current, and potential role in Youth Development and addresses how use of PATS can enhance that role. Following this Introduction, four sections provide information on program assessment, project development, training, and evaluation. These sections correspond directly to specific sections of the PATS Manual.

PATS Section	Corresponding Supplement Section
III—Assessing the Country Program	II—The Youth Development Sector Assessment
IV—Planning and Managing a Project	III—Youth Development Project Development
V—Training	IV—Training
VI—Evaluation	V—Evaluation

For a complete discussion of all the steps involved in the above processes, the two documents should be used together.

Peace Corps' Experience in Youth Development

Since Peace Corps' inception, Volunteers have worked in traditional—and generally rural—youth activities such as 4–H, scouting, and sports, as well as serving youth through provision of pre-primary, primary, and secondary instruction. Youth-related activities outside of classroom teaching were often pursued as part of primary assignments during the 1960s and early 1970s, but by the late 1970s and through the 1980s, such activities were pursued almost exclusively in a secondary capacity.

The activities covered included and continue to include

- **Agriculture**: establishing improved access to agriculture-related credit for rural youth; providing technical training in vegetable production, rabbit and poultry raising, animal husbandry, and natural resource conservation.
- **Vocational education:** training handicapped youth in income-generating skills; training vocational trainers.
- **Small business**: teaching technical skills, management skills, and marketing concepts to out-of-school youth.
- **Youth-serving institutions**: establishing or strengthening of Big Brothers/Big Sisters programs, 4–H, or Special Olympics; developing networks of cooperation among organizations; establishing a national voluntary service organization for youth.
- **Recreation**: constructing playgrounds, teaching sports and/or coaching teams.
- **Health**: providing health care and social awareness information; establishing a mechanism for AIDS education.
- **Life skills**: designing and implementing activities and educational programs to build self esteem and life-planning competencies.

In 1990, the Peace Corps Director, as a result of numerous youth-oriented assistance requests received during his travels, convened a Youth Development Task Force. This group had as its mandate to study the options for future Peace Corps assistance to youth, and to articulate an agencywide policy for the 1990s.

During its deliberations, the task force identified an urgent need to focus on assistance to youth-at-risk, particularly those in urban and semi-urban locations.

"At-risk" as defined by Peace Corps includes any youth age 10 through 25 who has a poor chance of providing for his or her own basic necessities, or whose support system does not provide them. Typical categories of youth-at-risk include orphans, runaways, homeless, street children, school drop-outs, malnourished young people, drug users, very sexually active youth, physically and sexually abused, physically or academically challenged youth, and those who are forced to contribute to their family income at a very early age. The terms "at-risk youth" and "youth" as used in this Supplement refer to the same groups.

The Youth Task Force recommended that programming addressing youth-at-risk concentrate on the following key needs as determined, in large part, by host-country opportunities and priorities:

- **Employment:** entrepreneurial skills training; pre-vocational literacy and numeracy education; technical, vocational, and employability skills training.
- **Health:** wellness, healthy lifestyles and practices including prevention of AIDS, alcohol/substance abuse, and too-early parenting.
- **Citizenship:** community service, environmental action and community development through youth conservation corps, service corps, youth councils and congresses, and leadership training.

Peace Corps recognizes that a focus on these areas will result in development of critical life skills for youth, including self-esteem, decision making, communication, conflict resolution, goal planning, self-discipline, empathy, and shared responsibility.

To achieve this purpose, Peace Corps projects can include one or more of the following goals:

- To increase the skill levels of youth
- To increase the skill levels of youth service providers and trainers
- To strengthen institutions that currently serve youth
- To develop youth-serving capacities in other interested organizations

Underpinnings to Peace Corps' Current Approach to Youth Development Programming

"Youth Development" is a process that occurs regardless of the existence of a Youth Development program. Positive Youth Development occurs when internal and external factors progressively develop the competencies in youth that are necessary for them to succeed as adults. Promoting, initiating, and developing these factors are important to Peace Corps.

Positive Youth Development includes[1]

- Health/physical competence: good current health status plus evidence of appropriate knowledge, attitude, and behaviors that will ensure future health.
- Personal/social competence: intrapersonal skills (ability to understand personal emotions, tendency to have self discipline); interpersonal skills (ability to work with others, develop friendships, and maintain relationships through communication); coping/system skills (ability to adapt and assume responsibility); judgment skills (ability to plan, evaluate, solve problems).
- Cognitive/creative competence: broad base of knowledge, ability to appreciate and participate in areas of creative expression; good oral, written language, problem-solving, and analytical skills, ability to learn/interest in learning and achieving.
- Vocational competence: broad understanding/awareness of vocational (and avocational) options and actions, adequate preparation for chosen career, understanding of value and function of work (and leisure).
- Citizenship competence: understanding of values and desire to be involved in efforts that contribute to nation and community.

Negative Youth Development is usually recognized by the existence of destructive and antisocial behaviors and of poor health attributable to risky living.

[1] The list of positive youth development competencies comes from "A Rationale for Enhancing the Role of Non-School Voluntary Sector in Youth Development" by Karen Pittman with Marlene Wright, Center for Youth Development and Policy Research, Academy for Educational Development, August 1991. Paper commissioned by the Carnegie Council on Adolescent Development.

Negative Youth Development is associated with

- a breakdown in family relationships
- malnutrition
- susceptibility to infectious diseases
- vulnerability to AIDS and other sexually transmitted diseases
- physical and sexual abuse
- drug abuse
- prostitution
- early adolescent parenting
- illiteracy
- unemployability
- criminal behaviors, violence

While there has been substantial progress made in methods for dealing with the correction of the above negative Youth Development symptoms, Peace Corps programming is at its most effective when focusing on prevention.

In selecting youth-serving organizations with which to work, as well as in designing collaborative projects, Peace Corps also keeps in mind the following characteristics common to successful Youth Development programs:[2]

- Focuses on prevention and early intervention.
- Promotes competence, connection, character, and confidence.
- Offers activities that are age and developmentally appropriate.
- Involves the community in program implementation.
- Is culturally relevant and conforms to the needs of the community.
- Shows evidence of success in meeting identified needs.
- Has potential to serve a significant number of children and youth.
- Provides a cost-effective means of achieving its goals.
- Involves parents, extended family, and/or "significant adults."
- Includes training and support for project staff and other participants.

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[2] These characteristics are considered illustrative of exceptional programs according to the International Youth Foundation. They were developed after more than one year of consultation with children and youth experts from many countries.—From the 1992 Annual Report of the Foundation.

- Provides monitoring, evaluation, and feedback.
- Involves youth in planning, implementation, evaluation, and dissemination.
- Includes a feasible plan to become self-sustaining.
- Is coordinated with other children's and youth services.
- Demonstrates organizational capacity in financial, technical, and managerial terms.

Remember that regardless of what tasks youth-serving PCVs are performing, or where they are implementing those tasks, all PCV youth activities should fit into the following purpose statement:

To increase the number of high-risk 10- to 25-year olds who are being prepared and positively engaged in the roles of family life, the world of work, and active citizenship

Using a Cross-Sectoral vs. Sectoral Approach to Youth Programming

In an effort to effect positive Youth Development in as widespread a manner as possible, Peace Corps addresses youth from two perspectives—as a quasi-sector and as a cross-sectoral initiative. Youth Development is addressed as a sector when a project is conceived of as a "Youth" project, with PCVs functioning as youth workers (or community workers, coaches, counselors, youth officers, community service consultants, nongovernmental organizational consultants, or other positions where the clientele served is primarily youth) outside of formal academic programs.

Youth Development activities are considered to be cross-sectoral when at-risk youth are included in an organized fashion among the beneficiaries of a sector-specific project targeting other groups as well. Projects containing any of the following components could be considered either a Youth Development project or a cross-sectoral project, depending on application of the criteria above.

Education-related

- Organize and operate an after-school program for out-of-school youth that may include literacy skills, arts and crafts, vocational skills, life skills, sports, or a lending library.
- Assist in the design and implementation of educational materials and teach basic education skills to school dropouts.
- Assist the Ministry of Education (MOE) or other agency responsible for professional education to develop special vocational training programs for youth-at-risk at existing vocational training institutes, including the development of a special curriculum.
- Target special educational units, such as AIDS (Acquired Immuno Deficiency Syndrome) education, to schools with high dropout rates, both rural and urban, that may harbor future street children.
- Design a community education program to improve the image of and interest in street children, including TV, radio, street theater, and news and feature articles.

Small Business-related

- Teach entrepreneurial skills to out-of-school youth.
- Assist youth-serving organizations' staff and board of directors with budgeting, planning, setting administrative policies, defining operational procedures, and proposal writing.
- Promote the development of Grameen Bank-like lending practices for poor young females as part of a package of vocational skills training.
- Include younger entrepreneurs among the clients of small business advisory services.
- Adopt and adapt Junior Achievement programming for marginalized youth. Assist in linking these projects with appropriate sponsors.
- Participate in development of a program to help local artisans willing to take in and train youth-at-risk in return for business training, access to loan funds for expansion to hire these youth, or other incentives.
- Provide job counseling in the areas of work ethics, personal hygiene, numeracy and literacy, and other related job skills training to youth-at-risk, using outreach beyond the schools.

Agriculture-related

- Help agricultural cooperatives foster special programs in animal husbandry and vegetable gardening for high-risk youth, for both urban and rural youth.
- Create experimental learning farms in rural areas, or encourage colleges that teach farming to run special camps for urban youth who can be brought there to learn, work, and live.
- Help youth grow and market produce for cash income.
- Organize community gardens to teach youth skills.
- Assist youth-serving institutions (orphanages, children's hospitals and clinics, drop-in centers, Boys Towns, and girls shelters) to develop gardens for their own consumption.

Health-related

- Develop health/hygiene curricula and training materials for youth clubs, centers, street educator groups, and organizations serving high-risk populations.
- Assist local health committees, regional health offices, or ministry officials to include street children in AIDS education plans and existing programs. Assist in conducting qualitative and quantitative research that surveys the knowledge, attitudes and practices of youth-at-risk, and in developing strategies to best address the needs of this population.
- Establish programs (new or linked to existing AIDS projects) that train local NGO (Non-Governmental Organization) staff to become street educators in AIDS education or serve as trainers for helping street children to become peer educators. These programs could develop/adapt and distribute AIDS education materials to street children, and/or show AIDS education films and videos (such as those designed especially for street children like the cartoon Karate Kid produced by Street Kids International, which has accompanying manual and comic books) from mobile vans or at the local cinema or community center.
- Develop puppet and/or street theater programs to educate children in health issues (as is being done by the Africa Research Education Puppetry Program in South Africa).

- Assist with a local social marketing project that sells condoms or establishes a market distribution system by setting up an income-generating project for street children to sell condoms, in conjunction with peer educator projects.

- Develop counseling and care programs for street children with AIDS.

Environment-related

- Support the logistical and organizational efforts of creating a youth conservation corps focusing on youth-at-risk. This might include

- Coordinating recruitment of staff and youth participants.

- Designing and coordinating work programs.

- Providing crew supervisors with environmental and leadership training.

- Developing training curricula and materials.

- Assisting in fundraising efforts.

- Networking with and recruiting other organizations to provide necessary technical and financial assistance, including building materials, tools, and equipment.

- Include high-risk youth in nearby ecotourism projects, serving as trail preparers/maintainers, guides, exhibit assistants, and concession managers.

Women-in-Development (WID)-related

- Use gender analysis to determine and facilitate adequate involvement of young women in youth congresses and councils.

- Assist in the development of a range of direct, simple educational materials that young women can use as peer educators, especially in the areas of AIDS and other sexually transmitted diseases, pregnancy, and youthful child bearing.

- Assist in the development of special services aimed at street girls or other young women in the at-risk category, including birth control;

childbearing; maternal health; sex education; and AIDS/STD education, counseling, and treatment.

- Design community education and public education programs to improve the image of and interest in street girls.

Some Words of Encouragement and Caution on Programming with Youth-at-Risk

Some words of encouragement

- Volunteers can have a very fulfilling and satisfying experience working with high-risk youth.
- Volunteer skill levels can vary widely and language skills need not be highly developed for PCVs to be effective. As in all other programming, language capability determines the richness of the interaction. With youth, the language interactions can be more forgiving.
- At-risk youth can blossom under regular, loving guidance and contact with adults. Volunteers may more easily impact youth in a shorter period of time then adults.
- Youthful energy, enthusiasm, and willingness to try new things can make this assignment an exciting, unpredictable experience.

Some words of caution

- There is a danger of setting up an artificial support system that may disappear, with devastating consequences, when the Volunteer leaves. By training workers and solidifying institutions, PCVs can help to minimize such risks.
- Emotional attachments to at-risk young people can become especially strong, making the PCV departure wrenching for both.
- PCVs may typically not have the linguistic/technical/cultural training, expertise, or resources to aid with many of the most serious problems.

- Some cultures may object to foreigners being involved with "their kids," especially in sensitive areas such as AIDS and sex education.
- In some countries, violence toward youth-at-risk, especially street children, could put PCVs working directly with them at risk of personal harm.

The Value of PATS

Over the years, Peace Corps has learned that for projects to be successful, regardless of their type, the following elements must be present.

- The project corresponds to a real concern of the host country.
- The project has a clear, realistic, and ultimately achievable purpose.
- Collaboration between the HCA and Peace Corps exists at all levels.
- Volunteers benefit from qualifications and training corresponding to their assignments.

The project-based PATS approach to programming and training is meant to permit Peace Corps staff, HCA officials, and consultants alike to address the above concerns, consistently developing meaningful and effective projects, through a process that

- Identifies problems that Peace Corps, the Ministry of Youth (MOY) or other HCA, and the potential beneficiaries view as a priority, that can be effectively reduced or resolved through project activity, and for which the appropriate human and material resources are available.
- Relies on full collaboration between Peace Corps and the host-country MOY or other collaborating HCA. PATS programming gives the HCA the opportunity to assume equal responsibility for project development and implementation.
- Uses a clearly-linked system of purpose, goals, objectives, milestones, and tasks to assure all Volunteer activities are planned and coordinated towards the same end.
- Permits Volunteers to see from "day one" what they are contributing and what they will be leaving behind.

- Systematically points the way to appropriate training by linking the PCV training process to actual project tasks.
- Builds evaluation processes and indicators into the project design itself.

Resolving Nonviable and Obsolete Projects through PATS

Obsolete or nonviable projects should be dealt with through cancellation, phase-out, or redesign. Any of these options needs to be discussed thoroughly with the regional Programming and Training (P&T) unit and with the HCA before any final decisions are made.

The growth of Non-governmental Organizations can afford Peace Corps an excellent option for redirection of weak youth-related projects. These organizations are often composed of professionals and other knowledgeable people who are less bound by bureaucracy and tradition than personnel of government agencies. Re-focusing efforts on institution building within these NGOs is a very strong option when the project in question could be successfully redirected through application of PATS project development standards.

Non-Project Assignments

Sometimes "projects" that cannot be designed or redesigned to PATS standards are still deemed worthy of continuation. Generally, these involve a country whose economy or general state of development precludes near-term resolution of the need for foreign Youth Development workers, or situations where diplomatic considerations compel the continuation of the project. Non-project assignments (NPAs) may also be useful as "seed assignments" in cases where the potential for larger interventions exists.

In both cases, NPAs can be approved by the Regional Director at Peace Corps headquarters. It is important to contact the regional programming and training unit for guidance as soon as non-project assignments come under consideration, and to remember that NPAs are meant to be limited to a small number of PCVs (probably an input of no more than three per year), and for a brief period (no more than two generations).

Starting the Project Development Process

This Supplement will now examine the steps involved in developing a PATS-based Youth Development project and its related training. You may be undertaking this process for several different reasons:

- To open the Youth Development Sector for the Peace Corps in a current or new host country
- To develop a new project to replace or complement current Youth Development programming
- To determine if a current design is viable or has become obsolete
- To redesign or extend a current project
- To seek a way to design, expand, or redesign a project in any sector to include a cross-sectoral focus on youth-at-risk

If you are programming for new-country entry or if you are new to the host country and/or to Peace Corps, you should find that the following guidelines, used in conjunction with the PATS Manual, will provide you with the guidance you need to develop a solid PATS Youth Development project.

In some cases you will already be quite familiar with the Youth Development situation in the host country, enjoy a close working relationship with the appropriate representative or representatives of the MOY or other relevant HCA, and have a clear concept of the project you want to develop. In such cases, both for new projects and for current projects, you may have already informally completed many of the following assessment and planning steps. If so, you will need to do little more than verify, organize, and document your findings, using the next sections as a checklist.

It is preferable that all the programming steps be taken in conjunction with at least one representative of the Host Country Agency.

II. The Youth Development Sector Assessment

Section III of the PATS Manual lists the following initial programming steps:

- Examine the development status of the host country.
- Update yourself on the overall Peace Corps country program.
- Develop or update the country program strategy.

This section of the Supplement will provide some key Youth-Development-specific categories and questions for those assessment steps, which include

- Reviewing all available documentation on Youth Development: Peace Corps, host country, and international. This might include a national Youth Development plan, current curricula, textbooks, recent Youth Development studies, current and past IPBS (Integrated Planning and Budget System) documents, Peace Corps Youth Development project plans (or those of other sectors in which youth are a significant target population), and evaluations as well as related documents from other donor agencies.

- Consulting with representatives of host country agencies, both public and private, and other international agencies; with Peace Corps staff and PCVs; and with parents and youth who are potential beneficiaries of Peace Corps assistance. In addition,to Ministry of Youth officials, you may want to talk to social workers, youth workers, representatives of nongovernmental agencies working in youth development, and church outreach directors; and officials of other Ministries concerned with youth, such as Education, Labor, Social Affairs, Sports, Commerce, Culture, Health, and Justice.

- Observing conditions first-hand. This means, for example, visiting facilities; sitting in on gatherings, meetings, and classes; checking out materials available at non governmental organizations' program centers, university family and youth research centers and university Departments of Social Work, youth worker training schools, or non-formal Youth Development centers.

- Talking with youth themselves, and testing the "conventional wisdom" by questioning them about the information provided about them by others, talking with their families if possible, asking beneficiaries of successful programs as to why the program serves their needs.

- Comparing and cross-checking what you have read, heard, and seen, resolving or at least flagging contradictions.

As you carry out the above activities, the following indicators and questions will help develop your knowledge of the status of Youth Development in the host country and will provide you with some insights for making programming decisions. While it is essential to be informed and clear about the problem areas, it is key and central to developing a good plan that the assets of the agencies, organizations, and communities be well understood as well. The effort to define the assets, or the foundation to build on, should be given equal weight in the needs assessment process.

Public and Private Support to Youth

- Is service to youth, especially youth-at risk, viewed as a national priority? What percentage of the population ages 10 to 25 is considered to be "at risk"?
- Which ministries serve youth as a principal or secondary mission? Education, Social Affairs, Youth and Sports, Labor, Health, Justice? What relationship do they have with the non-governmental organizations? Funding? Training? Advisory?
- Which private organizations, both domestic and international, are active with Youth Development activities in-country? What roles do they play? How strong are they in terms of board of directors and staff leadership? Abilities to identify, recruit, and retain youth in programs? Financial resources?
- Which organizations serve the general population (scouts, 4–H, YMCA)? Which especially serve youth-at-risk (e.g., drop-in centers for street children)?
- What are the organizations' initiatives and priorities? Which of these are they not able to implement and why? What percentage of youth seeking their assistance are served?
- Where do their resources come from? What kind of budgets are available? Does it appear that the budgets will increase? Remain the same? Decrease?
- How well-trained and/or experienced are personnel?
- What international donor organizations are active with youth in-country? What are their current programs? Do their priorities regarding youth mesh with local priorities?

Youth Employment/ Entrepreneurship Issues

- What options for employment or self-employment are available to youth-at-risk? What programs or assistance currently help them to take advantage of these options?
- Is there a tradition of apprenticeship or business mentoring in the country? Are there incentives that would encourage more employers to take in apprentices?
- How well is the vocational education system addressing the needs of the youth? Does it cover basic literacy, numeracy, and employment skills, as well as technical skills? Is entrepreneurship training offered to vocational program students or graduates?
- Is credit available to skilled youth through an educational institution or another community organization? Is there a program at a bank or other lending organization that allows youth to participate?
- Are there school-to-work placement or transition programs?

Health and Family Issues

- Do females get married at an early age?
- Is sexual activity by unmarried girls tolerated (or even encouraged) in the society? Are pregnancy and motherhood?
- Do girls and young women have access to birth control advice? Devices? If not, what are the reasons? Religious? Lack of service providers? Financial?
- Do many teenage girls bear children, either in or out of marriage? Is parenting advice available from sources outside the girls' own families?
- Are drugs or alcohol problems among the country's youth? Which? At what age? What individuals or organizations are trying to address the problems?
- Is youth suicide a problem? Who is addressing suicide prevention and how?

- What has been the effect of AIDS, either directly or indirectly, on the young of the country? Are AIDS education programs underway that address the needs of young people? What about assistance to young people orphaned by the disease?

- What other diseases or health issues may have a significant impact on youth?

Citizenship Issues

- Are there organizations or programs that include youth in community service activities? Are all youth invited or welcome?

- Is there a national service corps? How well is it operating? Do all youth have an opportunity to belong? Are there specials areas of focus, such as conservation and the environment, service to children, the elderly, or the handicapped, or building and refurbishing public places or parks?

- Are youth organized in any representative system like a youth council or congress? Do they participate in leadership training? Do youth initiate or participate in any positive community development activity? Do the groups or programs have inclusive membership and opportunity (women, broad socioeconomic and ethnically diverse)?

- At what age and through what experiences or situations do the youth-adult transitions take place in the eyes of the society? What are they then expected to contribute to the community?

Education-Related Issues

- What percentage of youth complete primary school? Secondary school? What are the principal reasons for dropping out? Can any of these be addressed within the confines of a technical assistance project?

- What further educational opportunities exist for dropouts, both in formal (e.g., state-run or sanctioned vocational schools) or nonformal (e.g., employer-run short-term training, out-of-school literacy programs)?

- Do girls have the same access to education and/or vocational training as boys? Are they often required to leave school earlier than boys for financial or social reasons? Are there special options for girls who have dropped out of school?

Life Skills Training

- What traditional means of developing life skills competencies are still in use? Tribal rites of passage? Community service? Arts?
- Do organizations such as schools, youth groups or churches offer life skills programs to high-risk youth? Are they connected to other services?

Rural vs. Urban Issues

- What are the main problems or issues that confront rural youth more than urban youth? Urban more than rural?
- Is migration of young people to the cities a significant problem? If so, how is it currently being addressed?

Street Children

- What appear to be the primary circumstances sending children and young adolescents to the streets? Family financial situation? Abuse? Orphaned through war or illness?
- Is the presence of street children tolerated by the police and the courts? Store owners? Citizens on the streets? The media?
- How do the children support themselves?
- To what extent are the street children involved in drug use? AIDS? Can these be addressed? Is survival sex (prostitution) common?
- What institutions and programs serve street children? Outreach? Residential? What services do they provide? How many young people are being reached? How big is the population in need? What needs are not being addressed at all?

- Are there orphanages in-country? For what groups? Are they viable institutions in terms of staffing, programming, and financing? What types of assistance could improve their performance in a sustainable fashion? How receptive would they be to outside assistance?

- Is family re-integration (joining the child back with his or her family) a priority among any of the organizations? Is foster care or adoption an option?

Cross-Sectoral Issues

- What projects dedicated to the population as a whole could be expanded to include an emphasis on youth?

- Because Youth Development cross-cuts all sectors, are there other questions in the assessment section of each Sectoral Supplement to the PATS Manual that are particularly relevant to your country of study, or to a sector-linked need that has already surfaced?

There are no "right" or "wrong" answers to these questions, no requirements that you limit your questions to those above (you may, in particular, wish to expand one or more areas in which your interest is strongest), and no precise formula for determining from the information gathered whether undertaking a Youth Development project is feasible. But by doing this background research, you can identify and begin to weigh the opportunities and constraints that Peace Corps will face in the development and implementation of various types of youth-related projects.

This information, when combined with overall information on the country status and the Peace Corps country program, as described in Section III of the PATS Manual, will help to set or to update your sector initiatives and priorities. Having completed your assessment, you will be ready to move on to the project planning phase.

III. Youth-Related Project Development

Once you have determined that a Peace Corps Youth Development project or component fits in with the Peace Corps country and sector strategies and with the situation in the host country, the work of actually developing a project in collaboration with the HCA begins. Section IV of the PATS Manual provides guidance in taking preliminary planning steps and in completing the project plan. Although PATS presents these steps in linear fashion, most design efforts will require regular overlap and backtracking during the process.

This section of the Supplement provides Youth-Development-specific recommendations and examples for the following key project development steps:

- Completing the Problem Analysis and Problem Statement
- Applying Peace Corps' Project Criteria
- Finalizing the Project Purpose, Goals, Objectives, Milestones and Tasks
- Identifying and Securing Resources
- Site Selection, Site Surveys, and Site Development
- Volunteer Assignment Descriptions (VADs) for Youth Development

Completing the Problem Analysis and Problem Statement

The questions you asked during your sector assessment will assist in preparing the problem analysis. At this point you want to focus on the specific problems and strengths that lend themselves to Peace Corps intervention.

If you conducted your sector assessment with a current project or a project concept in mind, you are ready to move into the project development steps below, beginning with "scope."

If you are opening the Youth Development Sector in a new or current Peace Corps country, it is wise to add one more step. Take some time to articulate a few problems and potential project approaches to those problems and opportunities, as identified in the research phase outlined in Section II. From these, you can develop one or more preliminary project concepts that can be refined or eliminated as you proceed through each step.

This section illustrates the development process by focusing on two real Peace Corps Youth Development projects, one in Romania and one in Tunisia.

For each problem and project concept still under consideration, it is necessary to prepare a problem analysis and problem statement. The problem analysis should include scope, consequences, and causes.

Problem analysis

Scope: number of people, who is affected and where, and how measured

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EXAMPLE—Romania

News stories by Western media regarding baby-selling practices and questionable handling of Romania's 123,000 institutionalized children and drug-abusing street children created a flood of attention by the Government of Romania (GOR) domestic and international NGOs; and private voluntary organizations (PVOs), religious organization, and donor organizations such as UNICEF, US Agency for International Development (USAID), and the European Economic Commission.

The rapid fall of Romania's dictator Nicolae Ceaucescu and his authoritarian form of governing in 1989 has unleashed a wave of idealistic, highly energized, and enthused groups of social action directed to the welfare of children and other issues. Although there are hundreds of interest groups, currently there are 143 registered indigenous NGOs and branches of international NGOs/PVOs representing 20 nationalities.

The transition, however, has not been an easy one. Many of these proliferating organizations have neither the experienced personnel nor the organizational development to successfully undertake the crucial needs facing Romania's population. In fact, it was estimated in a 1992 USAID study that only 10 percent of the 500+ Romanian staff of these NGOs have had significant professional training or any supervised practical experience in social assistance.

At present it is estimated by the United Nations that over 100,000 Romanian youths in desperate need are still unserved or underserved by the NGOs or other organizations.

EXAMPLE—Tunisia

Youth are Tunisia's greatest potential asset both in economic and human development terms, with 60.5 percent of the population aged under 24 years and 21 percent aged 15 to 24. However, as a result of the highly competitive educational system, 40 percent of the people in this age group are school leavers, and of those, 75 percent are unemployed and approximately 70 percent unskilled. These unemployed youth may be defined as Tunisia's youth-at-risk and as a group they have a negative impact on society economically, socially, and politically. At the same time, in-school youth feel disillusioned and dissatisfied with the educational system, which is not geared to respond to the realities of the labor market. Despite the large population aged between 15 and 24, participation in organized Youth Development activities is very limited. Not only are the absolute numbers small, but in addition participation is limited almost exclusively to in-school males.

Consequences: effects on individuals, groups, and society as a whole

EXAMPLE—Romania

The following consequences have resulted from the legacy of repression and of the inability of NGOs to step into the breach to provide social services:

- **A return to reliance on a governmental response to all problems**
- **Re-establishment of a certain climate of mistrust, inhibiting the free flow of ideas**
- **A continued denial of the existence of social problems**
- **An insufficient therapeutic or social assistance response to uregent needs, such as academic and vocational education for children who are mentally, socially, or physically handicapped**

EXAMPLE-Tunisia

The failure of the system to cater to the needs and aspirations of the broad mass of Tunisian youth has had the following consequences:

- **Low levels of participation in organized youth activities**
- **Absence of unemployed youth and girls from organized youth programs**
- **Inability of the GOT (Government of Tunisia) to fulfill its role of preparing future adults with the necessary self-esteem and self-empowerment skills to function as a citizen in a truly democratic society**
- **Massive exodus of unemployed rural and semi-urban youth towards the cities to look for employment**
- **Increasing support among youth for political/religious extremism, in an attempt to fill a need for a strong self-identity**

Causes: perceptions at all levels, and relationships among causes

EXAMPLE—Romania

The idea of an NGO as an action-oriented unit that could conceive and execute programs, without the government bureaucracy of the past, furthered the creation of new NGOs and the attraction of international NGOs to establish branches and affiliates. NGOs are still hampered in their efforts to grow and develop by their own inexperience in a free environment, as well as by a need to counter the effects of the old regime, including concentration of all decision-making in a central authority; a climate of suspicion; an official policy declaring the nonexistence of social problems; obligatory governmental control and action regarding all social, health, and economic needs; and the cessation of practical and clinical education in social work, counseling, human resources development, and mental, social, and physical therapies for all sectors of the society.

EXAMPLE—Tunisia

Until very recently, the general development effort in Tunisia was geared towards modernization based on a preponderantly western model. Traditional values and methods of expression were subordinated to modern notions of efficiency and productivity. Over the years this approach has led to an identity crisis felt the most strongly among youth and which, in many instances, has found its expression in strong support for the islamist movement and violence. This problem is compounded by the high level of unemployment and a resulting general feeling of discontent with an educational system that is little geared to preparing youth for the employment market.

Problem statement

These elements should then be brought together in a summary problem statement. A solid problem statement is essential to successful project design, as it will permit the entire design to flow from, and address, that problem. Here are the summary problem statements for the problems described above.

EXAMPLE—Romania

The rapid and unregulated proliferation of NGOs amidst the legacy of a repressive regime, and the consequent high failure rate of NGO programs, is leading to a disillusionment among Romanians concerning the ability of NGOs to create an impact on social and economic issues. Because the NGOs lack history, experience, and training for roles as youth workers and advocates, they are not currently able to properly serve the populations in desperate need of their assistance. To improve delivery and create a climate of confidence, these organizations must receive professional assistance in management, planning, and service delivery. Many NGOs have dedicated, volunteer boards and membership, but because of restrictions on social service training and programming under the previous authoritarian regime, these individuals possess, as a group, little knowledge about organizing, planning and executing projects as a group; about membership campaigns; and about organizational development and fundraising. The needs of youth are tied to the success of these organizations in developing their institutional strength, to advocate service to youth, and to effectively plan, provide, and support youth-serving programs.

EXAMPLE—Tunisia

With 60 percent of the country's population aged under 24, the GOT is fully aware of the fact that it cannot hope to achieve its medium- and long-term development objectives without enlisting the active support of this significant segment of the population. However, the low level of participation of youth in social and economic development activities is one of the major issues facing the GOT at present. Feelings of hopelessness caused by economic crisis, and of alienation caused by a disenchantment with the pursuit of western values, along with an inadequate or inappropriate response of current youth programs are all factors leading the GOT to seek new avenues for developing approaches that will help to attract youth into social and economic productivity.

At the same time, you need to consider whether the problem, however legitimate, is an appropriate area of concern for Peace Corps. The next step, therefore, is to examine Peace Corps Project Criteria to determine whether each project concept you have retained is in line with Peace Corps philosophy and resources.

Applying Peace Corps Project Criteria

In addition to studying the general considerations for applying Peace Corps project criteria outlined on pages IV–14IV–17 of the PATS Manual, consider these Youth-Development-specific examples as you address Peace Corps project criteria. (Note that not every project must satisfy every criterion, but it is helpful to clarify why a particular criterion cannot be met.) The information you are able to provide regarding the criteria is likely to expand as you flesh out your project design. You may wish to revisit the criteria at the end of the design process.

Here are examplee of the application of Peace Corps criteria to the model Youth Development projects in Romania and Tunisia.

Reflecting Peace Corps development philosophy and host-country need

Project increases local capacities

EXAMPLE—Romania

This six-year project will reach hundreds of staff and members of NGOs with training, supervised activities, and daily modeling of management behaviors by Peace Corps Volunteers. The beneficiaries will increase their ability to analyze an issue, frame a proposal, lead a group to advocate on behalf of youth, and provide services to that population. They will, in turn, model behaviors and engage in skills transfer as new members or staff join the organization.

EXAMPLE—Tunisia

The project develops the capacities of youth workers to plan, implement, and manage successful projects. It also develops the capacities of unemployed youth to acquire skills necessary for access to the employment market.

Beneficiaries are among the needy

EXAMPLE—Romania

At-risk children in Romania will be the ultimate and principal beneficiaries of the well-functioning child-focused NGOs that will emerge from the project. Training a group of advocates for children magnifies the Volunteer's influence over the long term.

EXAMPLE—Tunisia

In the pilot phase, the project targets youth from rural and semi-urban areas in some of the poorest governorates of Tunisia. In the second phase, it will include youth in low-income urban neighborhoods.

Project seeks lasting solution

EXAMPLE—Romania

This project will directly help individuals and groups to acquire the skills and knowledge necessary to advocate for oneself and for others. The staff and volunteers will learn skills to identify a problem, employ language to frame it, design a program, fund it and execute it. The Romanians will become more confident, internalize their own potential, and set and accomplish goals. As a result, they will be more willing to tackle a range of situations that were previously left undone or delegated to a government agency.

EXAMPLE—Tunisia

The project seeks to develop the skills of youth workers, notably in determining and meeting the expressed needs of youth. The project will also demonstrate ways of mobilizing local resources, including tapping the private sector where possible, in order to enable the development of sustainable activities.

Project uses locally available resources

EXAMPLE—Romania

No equipment or materials will need to be imported for the execution of this project.

EXAMPLE—Tunisia

The project will be developing the competencies of the current youth workers, and will work within an existing structure. It will also tap into local resources (human, material, and financial) to diversify activities for and with youth.

Beneficiaries are part of the development process

EXAMPLE—Romania

The specific skills the project will develop will be selected based on the PCV's analysis of the problem-solving and goal-setting interactions among the NGO leadership, staff, and members.

EXAMPLE—Tunisia

The project was developed in conjunction with MYC officials, and in the light of field visits to three governorates where youth workers and officials expressed their ideas and gave information on the major constraints encountered in their work. Project beneficiaries will be further involved in the project development during a detailed site survey.

Volunteer assignments are at local level where needs occur

EXAMPLE—Romania

Each PCV will be assigned to a local branch of one of the target organizations. They will work side by side with staff and volunteer members to build institutional capability to conceptualize, plan, and execute programs.

EXAMPLE—Tunisia

Volunteers will be located in villages and townships in the poorest governorates of Tunisia (and in a later phase in low-income urban areas) where infrastructure and resources available for youth activities are among the scarcest in the country.

Volunteers do not displace qualified and available workers

EXAMPLE—Romania

The skills possessed by the Peace Corps Volunteers are not readily available among Romanians because of the policies of the old government. First, no social service professionals have been trained in the last three decades. Second, the techniques of successful institution building consist, in part, of western problem-solving skills, group commitment to a cause, and free market style organizational management. The development of these would have been impossible under the old regime.

EXAMPLE—Tunisia

Volunteers will be working in areas where the officials have expressed their need for human resources. They will help to train local workers to take their place. The MYC has expressed a need for mobilizers and community development specialists rather than for technical specialists who might duplicate existing skills.

Project is complementary to the other development activities

EXAMPLE—Romania

There is a growing effort to nurture essential human resource and organizational development skills through such institutions and programs as Mandel Organization of Social Work of Case Western Reserve; Bucharest University, Department of Social Work; social assistants training by PVOs such as Holt International; government sponsorship of conferences on youth; and the sponsorship of one week intensive courses offered by specialists contracted by international PVOs, NGOs and governmental agencies such as UNICEF, European Economic Community (EEC), USAID, Save the Children Sweden and Denmark, Teddy Bear of Holland, the Japanese television industry, Social Services International of Sweden, and the Catholic Church of Austria through Caritas. While these are all contributing to support the institutional development of NGOs working with children, no other organization is providing the day-by-day, on-the-job training that Peace Corps proposes.

EXAMPLE—Tunisia

The project is to take place within the framework of a general government effort to reach and mobilize the support of Tunisian youth. It will support and complement the "Dialogue with Youth," providing insight into the concerns and aspirations of Tunisian youth through qualitative research linked to program development activities and through the demonstration of innovative, goal-linked approaches to working with youth.

Project has potential for replication

EXAMPLE—Romania

This project can be replicated because it involves practical skills-transfer at individual and group levels. The need for critical problem-solving skills, management techniques, analytical skills, and social action methods is vast. As freedom of thought and verbal expression root and grow in the population, the skills of advocacy and institutional building will move with the staff and volunteers. More formal replication will take place throughout the branches of the Salvati Copii Organization. Successful strategies and procedures will be shared at monthly Board Meetings and national conventions. The Romanian Information Clearing House (RICH) also provides a forum for the dissemination of successful strategies via newsletters, meetings, and conferences.

EXAMPLE—Tunisia

The project will be limited to six rural sites during its initial phase. However, the need is enormous and the project approach could be extended, without significant modification, to over 100 sites around the country.

Reflecting resource availability

Volunteers required reflect applicant pool

EXAMPLE—Romania

The project requires volunteers from AA 162-Community Services, a skill area that, according to the most recent *Trends Analysis*, is "readily available."

EXAMPLE—Tunisia

A mix of AA 132 and AA 162 is required. These are available in ready supply.

Peace Corps can provide enough project support

EXAMPLE—Romania

Local Peace Corps operations have the staff and resources to support the project and Volunteers. Volunteers will be provided a 12-week pre-service training which will include language and culture. Local-hire and foreign-based consultants are available to provide technical skills training in institutional development, human resource development methodology, and background data on NGO activity pertaining to youth in Romania.

EXAMPLE—Tunisia

Since only a total of 18 Volunteers will be recruited during the pilot phase (first three years), Peace Corps/Tunisia will be able to absorb the burden. Additional resources, such as a four-wheel drive vehicle, would, however, be required if the project were to be expanded to remote sites after the pilot phase.

Host agencies have staff and resources to support project

EXAMPLE—Romania

The Save The Children branches have a firm commitment for financial support until 1995, with another option to continue until 1997. This support is channeled through its national Secretariat from Save the Children Sweden. Each branch has a local Board of Directors and is connected to local authorities including the Mayor, who is responsible for building and apartment assignments.

EXAMPLE—Tunisia

The MYC has a network of staffed fixed and mobile youth centers. Volunteers will report directly to the Ministry Regional Directors and work with the staff of the youth centers to which they are assigned.

Volunteers can be provided with training and support to complete their assignments

EXAMPLE—Romania

Peace Corps/Romania will provide volunteers with a 12-week language training sequence. Technical training will be designed to ensure an adequate orientation, as well as practical skill workshops on management training techniques that have been cross-culturally successful. Red Barnet (Save the Children-Denmark) and Holt International are two resource organizations in-country that have committed themselves to participation in the training, and independent consultants are available. Additionally, collaborating agencies and government sources will be called upon to provide up-to-date information on NGO development. Technical and language in-service training as well as a mid-service conference will be held to address needs identified by staff and Volunteers.

EXAMPLE—Tunisia

During their pre-service training program volunteers will be provided with the following knowledge and skills to equip them for their first three months of service: rural development, Tunisian youth structures and issues, rapid assessment procedures, communication, environment issues, basic Youth Development techniques; rural development, etc. Subsequent ISTs [In-Service Trainings] will provide volunteers with specific technical skills and non-formal education techniques to enable them to develop appropriate activities with the full participation of local youth.

If you determine that a current Youth Development project or the concept for a new project meets Peace Corps' criteria, it is time to move forward in verifying feasibility and finalizing the project concept. This process is detailed in Section IV of the PATS Manual. Below are examples of the finalized Youth Development project concept written for the model projects.

EXAMPLE—Romania

This Urban Youth Development project has been conceived to build the infrastructure of Non-governmental Organizations serving at-risk youth in Romania so that these NGOs can become effective long-term advocates and service providers for children.

The PCVs will provide technical guidance to the Executive Directors, boards of directors, and volunteers of these organizations in order to increase the active membership; define and execute effective administrative procedures; prepare, implement, and evaluate effective projects to serve and advocate for at-risk youth; and diversify revenue sources, all by 1999.

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EXAMPLE—Tunisia

Peace Corps/Tunisia will work with the MYC to meet the challenge of reaching a greater number, and wider range, of Tunisian youth, in order to increase the role of youth as active and responsible participants in the country's development effort.

The project will focus on developing the skills of youth workers and on attracting a broader range of youth to organized programs, through the provision of activities which are both ultimately useful and suited to needs stated by youth. It will also involve the mobilization of resources in order to provide a wider range of activities. Participatory techniques will be used to obtain the input of served and unserved youth in the development and implementation of project activities, thus enlisting their commitment for youth club activities.

During the first three years of the project, Volunteers will be assigned to mobile youth centers and rural youth clubs, demonstrating ways of improving services in selected inland governorates. The experience of the pilot phase will be evaluated and may be expanded to cover a larger number of governorates and different types of youth centers (e.g., in semi-urban areas).

Once the concept has been validated and finalized, the next step in the project development process is to draft the project plan, which presents the problem, project purpose, goals, objectives, milestones, and major tasks. Please refer to the PATS Manual, pages IV-32-IV-39.

Finalizing the Project Purpose, Goals, Objectives, Milestones, and Tasks (PGOMT)

In finalizing the project purpose, goals, objectives, milestones, and tasks (PGOMT), it is useful to think in terms of *outcomes* and *outputs.*

Outcomes are defined as the changes (impact) for the ultimate beneficiaries that are expected as a result of a product(s) or service(s). Purpose and goal statements will reflect outcomes, using terms like increase, decrease, or improve.

Outputs are defined as the products or services that have been created and their effects on the population targeted for intervention. Outputs are measured at the objective and milestone level, with action-oriented verbs.

Purpose

The problem statement, as we have already seen, outlines the problem, its scope, consequences, and causes. The project purpose you develop should represent a full or partial reversal of the problem statement to which this project is contributing. It describes a desired change in the human or environmental condition that the project will address. Here are problem statements previously presented, followed by the resulting project purposes.

EXAMPLE—Romania

Problem: The rapid and unregulated proliferation of NGOs amidst the legacy of a repressive regime, and the consequent high failure rate of NGO programs, is leading to a disillusionment among Romanians concerning the ability of NGOs to create an impact on social and economic issues. Because the NGOs lack history, experience, and training for roles as youth workers and advocates, they are not currently able to properly serve the populations in desperate need of their assistance. To improve delivery and create a climate of confidence, these organizations must receive professional assistance in management, planning, and service delivery. Many NGOs have dedicated, volunteer boards and membership, but because of restrictions on social service training and programming under the previous authoritarian regime, these individuals possess, as a group, little knowledge about organizing, planning, and executing projects as a group; about membership campaigns; and about organizational development and fundraising. The needs of youth are tied to the success of these organizations in developing their institutional strength, to advocate service to youth, and to effectively plan, provide, and support youth-serving programs.

Purpose: The purpose of the Urban Youth Development Project is to build the infrastructure of Non-governmental Organizations (NGOs) that serve at-risk youth in Romania, so that they become effective long-term advocates and service providers for children.

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EXAMPLE—Tunisia

Problem: With 60 percent of the country's population aged under 24, the GOT is fully aware of the fact that it cannot hope to achieve its medium- and long-term development objectives without enlisting the active support of this significant segment of the population. However, the low level of participation of youth in social and economic development activities is one of the major issues facing the GOT at present. Feelings of hopelessness caused by economic crisis, and of alienation caused by a disenchantment with the pursuit of western values, along with an inadequate or inappropriate response of current youth programs are all factors leading the GOT to seek new avenues for developing approaches that will help to attract youth into social and economic productivity.

Purpose: To increase the participation of youth in economic, social, and civic development through the provision of appropriate activities and services.

Goals, objectives, milestones, and tasks

The goals, objectives, milestones, and tasks break down the project's contribution to the purpose into manageable parts that are measurable and time-specific.

Goals

- are overall statements of what is to be achieved within a specific time frame
- describe how beneficiaries will be affected
- define results and changes for the end of the project
- address both production and capacity-building issues

Objectives

- are the final results of project activities that together achieve the goal(s)
- describe more specifically *what* is to be achieved within a specific time frame

- describe the products and/or services to be created
- define results and changes by major time frames (such as project years)
- can be both production and capacity related

Milestones

- are short-term indicators of progress toward accomplishing objectives
- explain *what* is to be accomplished *when*
- use active verbs
- link objectives to Volunteer tasks

Tasks

- are the specific activities Volunteers must undertake
- explain *how* the Volunteers accomplish milestones and objectives, and contribute to goals

Here are examples of some individual goals, objectives, milestones and tasks for the model Peace Corps Youth Development projects. (Note that in the full project plan each goal has other objectives, each objective additional milestones, etc.).

EXAMPLES—Goals

Romania—

By the end of 1999, six Branches of Save the Children Romania will demonstrate the presence of an organizational and technical capacity to serve the needs of high-risk youth through greater active membership, appropriate administrative procedures, systematic project execution and evaluation, and diversified revenue sources.

Tunisia—

By 1995, 25 youth and community workers in rural youth centers will be implementing Youth Development programs addressing the stated personal/vocational development needs of local youth, taking into account local priorities/opportunities and enlisting the active participation of local youth in community life.

EXAMPLES—Objectives

Romania—

- **By the end of 1999, six local branches will have executed at least three annual membership campaigns, resulting in annual membership increases of 20 percent per campaign.**
- **By the end of 1999, six local branches will have established guidelines for rules, procedures, and conduct for successful elections and orderly transfer of duties to new officers.**
- **By the end of 1999, six local branches will demonstrate an ability to generate 30 percent of their annual operating budget from fundraising events, donations, fees for services, and membership dues.**

Tunisia—

By 1995, 25 youth and community workers will demonstrate the ability to perform participatory community and youth assessments, to organize and facilitate community and youth meetings, to develop action plans based on group consensus, to enlist support for and commitment to youth-generated decisions, and to monitor/evaluate program implementation in conjunction with all the actors involved.

EXAMPLES—Milestones

Romania—

- **By the end of 1996, three local branches of Salvati Copii will plan and execute two major membership recruitment campaigns.**
- **By the end of 1994, two local branches of Salvati Copii will plan and execute one major membership recruitment campaign.**
- **By the end of 1994, all current programs at two branches will be evaluated, and guidelines for future programs established.**
- **By the end of 1994, two local branches will conduct one fundraising campaign each to raise 5 percent of their budgets and write four grant proposals to raise 15 percent of their budgets.**

Tunisia—

- **After a six-month period the current approach/situation will have been evaluated in six centers.**
- **Twenty-five youth and community workers will participate in one participatory methods training workshop per year over a three-year period (this workshop may be presented at the club or community level as well as MYC-sponsored at National or Regional level).**
- **Twenty-five youth and community workers will apply the new skills acquired in each workshop. This will be assessed by on-site monitoring and observation using the appropriate tools.**
- **By the beginning of the second workshop, 80 percent of participants will have implemented an action plan developed during the first workshop.**

EXAMPLES—Tasks

Romania—

- **PCVs will gather information on current fundraising procedures among all involved branches.**
- **PCVs will assist branch staff in preparing written fundraising appeals.**

Tunisia—

- **PCVs will develop working relationship with director and members of rural youth club worker and mobile youth center.**
- **PCVs will integrate into local community and become acquainted with local leaders (male and female), meeting places (youth and older groups), school dispensaries, the Ministry of Agriculture office, post office, etc.**

Identifying and Securing Resources

Both human and material resources are needed for your project. Below is a brief discussion of issues to consider in selecting the appropriate resources. It is important to confirm availability of expected resources, and to obtain firm commitments for these resources at the earliest possible date. Needed resources, and anticipated sources/timing, should become part of the project plan.

A Youth Development project may often involve several different organizations and several different assignments. A useful approach to obtaining agreement on many points and issues in a methodical way is to write all points, purposes, plans, commitments, and tasks in an agenda for each meeting, leaving blank spaces or providing several options at each decision point. During the meeting you and the representative(s) of the agency or agencies concerned will have specific language and choices to work with. You should update your agreement during each meeting and then print new drafts. This is a practical way to build consensus and ownership for a plan, create a sense of urgency for decisions to be made, and create the language for an overall agreement. The results of these meetings and other Peace Corps policies can be written into a project Memorandum of Understanding. When a project covers several generations of Volunteers, the Memorandum of Understanding becomes an important part of the institutional memory, right along with the project plan. Read Section IV of the PATS Manual for general guidelines on this topic.

Human resources

Volunteers

The selection of the appropriate Assignment Areas (AAs) is essential to project success. Use the *Trends Analysis* to inform yourself about the availability of particular AAs and skill cluster components. Additional skills components can be drafted and discussed with the Office of Volunteer Recruitment and Selection (VRS) through the Country Desk Unit. Then, weigh optimal needs against realistic recruitment chances, and adjust the project design accordingly. Keep in mind the following:

- Volunteers with extensive academic credentials and/or extensive paid youth experience are more difficult to recruit than Volunteers without them. If Volunteers will be working in resource-poor, ill-equipped organizations with host-country youth workers who lack qualifications, the "B.A. generalist" Volunteers with part-time or summer youth experience, such as scouting, youth clubs, or Big Brothers/Big Sisters programs may actually be more flexible and creative than credentialed youth workers with extensive experience.

- Often HCAs request higher-level credentials than are actually necessary for the Volunteers' assignments. Overstating the qualifications that are needed may result in a low fill for the Trainee

Request, They also may result in Volunteer dissatisfaction if higher skills are requested than are actually needed at the site, and the highly qualified Volunteers feel that their skills are not used.

- In project concepts requiring experienced youth workers, it may be possible to "cluster" experienced "scarce skill" youth workers with groups of generalists to form an effective team effort.

- You can benefit from knowledge of the qualifications selected for, and subsequent results obtained by, similar Youth Development projects. VRS, regional programming and training units, and the Office of Training and Program Support (OTAPS) Youth Development Sector Specialist can help in this regard.

Counterparts

Counterparts are important elements of a project, playing a major role in successful capacity building. Ideally, each PCV should have a counterpart. A counterpart is a host-country colleague who performs the same, or essentially the same, tasks as the PCV. If the HCA is governmental, the counterpart is probably a civil servant. If the collaboration is with an NGO, it may be the Executive Director, the Board of Directors, service providers, or other program volunteers. It is important for the counterpart role to be seen as a reward rather than a punishment. Having a PCV colleague should be a reward for the best, the brightest, and most committed. They will work with the PCV in implementing the project, and in turn will serve as a motivation and resource for others. If no regular counterparts of any sort are available, you may need to re-examine whether the project is really viable under the PATS criteria.

Supervisors

Supervisors such as organization directors, President of the Board of Directors, or regional government Youth Development Officers are also key participants in Peace Corps Youth Development projects because they determine details of PCVs' final responsibilities and provide them with day-to-day guidance. It is therefore important to identify supervisors who are both capable of providing guidance and willing to provide it. A typical problem that arises in Youth Development projects is the assignment of a PCV to a supervisor who may command the respect of his or her peers through age or general experience, but does not possess the specialized experience or education to guide the PCV technically. It requires sensitivity by the PCV to understand this situation, to seek the opinion and advice of this respected individual, and to assume an indirectly educational role that is neither embarrassing nor threatening to the supervisor's standing in the community.

Material and financial resources

Since Peace Corps primarily provides human resources, the issue of material and financial resources is critical, and must be dealt with up front. The HCA must understand Peace Corps' limitations, and the project plan must reflect those realities. If collaborating agencies are involved in providing these resources, a formal commitment should be requested before moving ahead with the project.

Facilities and equipment

Some valid PC project concepts may depend heavily on the provision of material support by other agencies. If this is the case, make sure the HCA or a collaborating donor agency has committed the necessary resources, and that Peace Corps will not ultimately be expected to furnish the support. If extensive training of Host Country Nationals (HCNs) is to be implemented as part of the project, it is important to identify in advance a facility or facilities that will be available on a dependable schedule.

Housing and allowances

Most project designs assign responsibility for housing to the HCA. In countries with greater resources, the HCA may also provide monthly stipends for the PCVs. Experience has shown that it is better to arrange for all HCA cash contributions for PCVs such as rent or living allowance be channeled through the Peace Corps office, so that the PCV can maintain a strictly professional relationship with his or her supervisor.

Transportation

Projects that include community outreach or in-service training components often require some travel by the Volunteers. If the project has such components, sites should be chosen with travel time and means of transportation in mind. Because Peace Corps generally does not provide any means of transportation other than a bicycle, any transportation requirements beyond foot, bike, or public transportation need to be provided by the HCA or collaborating agency. In addition, PCVs should not possess any means of transportation not available to counterparts performing exactly the same job under the same conditions. Such privileges for the PCV would be demoralizing to the counterparts. Arrangements for any funding and/or reimbursement need to be carefully spelled out and channeled through the Peace Corps office.

Training funds

Categories of funds necessary for training PCVs and/or counterparts include trainers, training sites, materials, transportation, lodging, and food. Some funds are provided by the Peace Corps country office, others by the HCA, and still others may be provided by Peace Corps/Washington or collaborating agencies and organizations.

Site Selection, Site Surveys, and Site Development

Site surveys give you the opportunity to identify the most appropriate placements for Volunteers, in terms of both working and living conditions. This is also your opportunity to communicate the goals of Peace Corps and the project and ensure that professional and personal support will be available to the new PCV. The HCA should play an active role in this process. In some cases the HCA provides a list of sites that they recommend for Peace Corps review. In other cases the HCA solicits expressions of interest from potential supervisors by letter, phone, or in a meeting. If an HCA representative cannot accompany you on your site visits, ask for a letter of introduction to take with you as you visit potential sites.

The site survey/report should contain general site information such as community interest in and commitment to the project, as well as available accommodations and other information related to Volunteer living. These questions are detailed in the PATS Manual.

When reporting on an organization, include information about the organization's relationship to the broader Youth Development picture and type of organization (public, private, etc.) in addition to the general site information outlined in the PATS Manual. If relevant, include names of responsible administrators, number of students and youth workers, youth worker turnover rates, youth worker qualifications, number and types of other organizations in the area, other expatriate youth workers, and programs offered.

If you have many potential sites to select from, you may want to send an application form to prospective sites prior to a site visit, with a letter of introduction. Then select 25 to 30 percent more sites to visit than your expected Trainee Input, and make the final selection from those visits. Before your visit to the site, write a letter to the supervisor explaining the purpose of your visit and the general topics you would like to discuss in your meeting. Ask that other personnel who may be interacting with the PCV as counterparts, colleagues, or supervisors (e.g., other youth workers performing the same duties as the PCV) be invited to the meeting. If appropriate, let the supervisor know you would like to visit the proposed Volunteer accommodations. When you visit the organization, provide in writing the most important information you plan to communicate in person. This written form provides the opportunity for all concerned to revisit the information whenever necessary.

Site surveys need to be done for each Trainee Input, not just once for the project. In deciding whether or not to reuse a site, rely on input from current and past PCVs at the site, APCD (Associate Peace Corp Director) site visit reports,

and discuss with the HCA any resolution of serious issues relating to the personal and/or professional well-being of PCVs.

In some situations the programmer and/or APCD will not be able to do an individual site selection. This situation could result from a lack of time or an HCA decision to select all or some of the sites without PC participation. It is always worthwhile to frequently remind the agency counterpart that site visits are very important. Documentation of each relevant site's appropriateness should be kept. PCV progress reports and APCD site visit reports are vital parts of that documentation. This effort to keep the documentation may prevent sending a second PCV to an inappropriate site, or even convince the HCA to adopt the site visit system.

Here is a meeting agenda used on a site-development visit for a youth worker in a Romanian NGO. In this case, this meeting was preceded by two other visits. Depending on the detail and level of preparation demonstrated by the HCA, one more visit prior to arrival may take place.

United States Peace Corps/Romania and
Salvati Copii-Rimnicul Vilcea and Project Concern
International Meeting Agenda

1. Memorandum of Understanding

a. What it is
b. Who signs it
c. Relationship among Salvati Copii-Rimnicul Vilcea, Project Concern International, the Supported Employment Specialist, and the Peace Corps

2. Why Peace Corps wants to collaborate—It wants to help in the organizational development of an organization that serves the needs of high risk youth.

3. Peace Corps Programming and Training System (PATS)—What it is.

4. The position title of the US Peace Corps Volunteer—Supported Employment Specialist

5. The project "PGOMT" (attached). (Some numbers and items not discussed are blank. These need to be filled in as a joint activity.)

6. Branch Requirements to secure a Peace Corps Volunteer:

a. Housing—in Rimnicul Vilcea. Identified by Dr. Serafim.
b. Office space—expected at the Direction of Labor, R. Vilcea, and the Center.
c. Counterpart:
d. Supervisor:
e. Good communication and cooperation
e. Computers (if applicable)
f. Assistance to the consultant to help him or her integrate into the community in terms of language and customs
g. Transportation to complete job—Peace Corps regulations prohibit Peace Corps Volunteers from operating a motor vehicle
h. Terms of agreement for absence for illness, training, or vacation

7. Dates of work— 1st placement—October, 1993 to September, 1995
2nd Placement—October, 1995 to September, 1997

8. Peace Corps conducts a language, cross-cultural, and select technical training before Volunteers are sworn in. Volunteers will participate in In-Service Trainings during service

9. Next steps (list based on meeting decisions)

Volunteer Assignment Descriptions (VADs) for Youth Development

The VAD for a Youth Development assignment should present in a realistic fashion both the job to be undertaken and the lifestyle the PCV can expect to lead. It is especially important to stress the level of professionalism required of Youth Development Volunteers in their appearance and behavior. Specifically, the following should be addressed in the VAD:

- Assignment description
- Realistic description of working conditions
- Dress and behavior requirements
- Suggested materials to bring
- Role in the project

Assignment description

Be as specific as you can, appreciating that final site placement for an individual is made after several weeks of training.

EXAMPLE—As a Community Services Consultant your job will be to assist in the organizational development of a youth-serving Non-governmental Organization (NGO). You will be assigned to an NGO in an urban environment. Due to the differing levels of growth and autonomy, some Volunteers will be assigned directly to the local branch of Save the Children Romania. Others, will be assigned to the National Secretariat of this NGO known in Romanian as Salvati Copii (Save The Children). They, in turn, will assign you to a local branch. The national Secretariat has an office in Bucharest and affiliates throughout the country. Currently, there are 12 branches and more being developed.

Realistic description of working conditions

Peace Corps countries and collaborating organizations represent a broad range of infrastructure levels and technological levels. Information addressing these issues is helpful.

EXAMPLE—Each branch maintains a programming, structural, and financial relationship with the national Secretariat, yet is registered as an independent NGO. As an NGO, it has the capability to do its own training, recruitment, programming, and fundraising. It maintains its own office, staff, Board of Directors, membership, and projects. Your on-site supervisor will be the President of the Board of Directors of the branch. Your counterpart will be the paid staff person who generally is referred to as the Program Officer.

It is an exciting and challenging time in the field of NGO development. Although such groups have existed in name for many years, only since the fall of the last regime has the idea of volunteer groups dedicated to social welfare expanded dramatically. You will have the opportunity to make valuable contributions to the strengthening of a new NGO.

As an advisor to a population that prides itself on its sophistication in many areas, the Volunteer is desired to give his or her expertise as part of the sharing of ideas. Local organizations desire to know about western/American ways of problem solving and organizing.

Dress and behavior requirements

In many countries, male youth workers are required to wear jackets and ties to work, and female youth workers must wear dresses. In some countries women need to cover their hair and men are not permitted to have long hair or beards. In many countries Youth Development PCVs must be willing to abide by stringent restrictions on their after-hours behavior that are stricter than those for other PCVs, or even for their host-country counterparts. These requirements and restrictions should be spelled out in the VAD.

EXAMPLES—

The respect you earn from your organization and the community will also be influenced by the way in which you dress. Youth workers are expected to wear clean, well-pressed, conservative clothing both at the organization and in the community.

Sexual mores are very conservative and very strict, and you are expected to respect them. Gay and lesbian Returned Peace Corps Volunteers (RPCVs) have reported that they were not able to be open about their sexuality. Homosexuality is against the law and is punishable by imprisonment or deportation.

Suggested materials to bring

If particular reference materials are needed, specify this in the VAD. For example, a basic bookkeeping text and organizational handbook for NGOs may be an important "tool of the trade" for individuals who will be strengthening youth-oriented NGOs. In addition, PCVs are often asked to talk about US culture and institutions. If this is the case in the host country, use the VAD to suggest appropriate resources for the Volunteers to bring.

EXAMPLE—A good bookkeeping text and organizational handbook for volunteer and membership associations that spells out officers' roles, committee functions, budgeting, and program planning will be a useful reference for you to bring. You are encouraged to collect a variety of brochures of US youth-serving organizations as an excellent way to relay what other NGOs offer.

Role in the project

Describe how the Volunteers are part of a long-term effort to address a problem, and where their efforts will fit into the project plan.

EXAMPLE—Romanian NGOs are being formed by well-intentioned citizens who want to serve youth. For all citizens, NGOs represent a new method of organizing and responding to the needs of youth outside of government interventions. Your work will be part of an eight-year effort to strengthen six local branches of Save the Children Romania.

Your work will be multifaceted, working closely with the Board of Directors, volunteer members, and the community. For this reason, it will be helpful to have a strong command of the Romanian language.

You will work in an organizational capacity to assist in such areas as—

- **establishing office and management systems**
- **developing board and membership training programs**
- **communicating with the national chapter**
- **providing database compilation and computer skills training (if applicable)**
- **performing project design and implementation**
- **formulating recruitment and membership strategies**

A Final Note on Programming

Once again, it is important to keep in mind that the various steps of the project development process do not necessarily follow a linear path. Conducting a few early site surveys, for example, will help to define realistic project goals and objectives, just as it may be necessary to revisit the initial design when recruitment constraints are explored. This back and forth movement is normal and beneficial.

IV. Training

Although the "P" of PATS tends to receive more attention than the "T," the two are closely intertwined: well-developed programming points the way to effective training design, and well-designed and implemented training points the way to project success. In Youth Development projects, training assumes an added importance, since the training can and should serve as a model for the PCVs as youth workers and trainers of service providers.

A training strategy evolves from effective programming. During the programming phase, you specified project milestones and identified the tasks that the Volunteers will undertake in order to accomplish those milestones. The training program should prepare the Trainees to accomplish those tasks. Technical training, language training, and cross-cultural training should work together to empower Trainees with the knowledge and confidence to enter the field to address the tasks. It is understood that learning will continue throughout the Volunteer's service.

Coordinate your plans with others involved, both Peace Corps and HCA staff, to develop training that fits within the overall country approach. Training for Youth Development-related projects must address some specific problems and issues. For example, Trainees for Youth Development projects reinforcing NGO management may have a range of skills helpful to organizational development, but little or no social science background or practical youth work experience. Pre-Service Training (PST) must complement their skills and experience to prepare them to be credible and confident Youth Development workers.

This section provides an overview of training standards, examples of training designs and competencies, and guidelines for developing various training components. Specific recommendations or examples are provided on the following topics:

- Standards for the Youth Development Training Strategy
- The PST for Youth Development, including Competencies for Youth Development Volunteers
- The Technical IST

Before using this section, refer to the Peace Corps training philosophy and training goals in Section V of the PATS Manual and to the Training Supplement.

Standards for the Youth Development Training Strategy

Use PST and ISTs to model good Youth Development practices

While all Peace Corps training should be based on the principles of adult education, it is particularly important for Youth Development Trainees to learn through processes that they can adapt for their own assignments as service providers and trainers.

Draw on existing training resources

Resources for training Youth Development PCVs are available from Peace Corps, and taking advantage of them can help to avoid duplication of effort. First, it is useful to consult the country's previous training designs, where available, for content and approach that may still be valid. Second, there is increasing availability of training resources available through the Information Collection and Exchange (ICE) at Peace Corps/ Washington. Consult the annotated Whole ICE Catalogue and be sure to survey listings in several categories for useful printed materials. The OTAPS Youth Development Coordinator or Sector Specialists (e.g., Small Business, Environment, Health) can also respond to requests for assistance. Training modules exist and are being developed and updated for Youth Development and its cross-sectoral applications. These materials and many others can be obtained by contacting ICE and sector specialists for the latest listings.

Include host country representatives, supervisors, and counterparts

The contribution of the HCA supervisors and counterparts in developing and implementing the training is crucial. Invite host-country youth workers and agency officials to make presentations, participate in panel discussions, and be accessible to Trainees while they conduct information-gathering activities. Take note that sometimes local ministries do not refer to "youth programming," even when the focus is on youth. Ministries with the words "youth," "culture," or "sport" in their title are not always the only resources. Ministries such as labor, commerce, and social protection may have funding and personnel dedicated to defining programming for youth. These ministries should not be overlooked. Provide opportunities during PST for structured meetings where the Trainees and the counterparts share their expectations for the Volunteers' work. The use of practica, work site visits, and observations could also assist the training. It is advisable to hold a meeting between supervisors and Trainees at the end of PST to clarify roles and responsibilities. During ISTs, hold meetings for PCVs, counterparts, and supervisors to discuss progress and areas needing attention.

Draw on the knowledge and skills of experienced PCVs

Training can be enhanced by calling on experienced PCVs for ideas and assistance. They can advise through surveys, or at ISTs, what should have been added to or eliminated from their own training. The feedback should be different from the evaluations completed at the end of the training, as time in the field and on the job should give PCVs a greater sense of what is useful. Current PCVs can also serve as co-trainers, or hosts to Trainees extended visit "live-ins," providing the point of view of another American who has "been there." In the case of PSTs, when integrating PCV-input into the design of the training, be aware of the relationship of the advice to the PCVs' level of experience and to current Trainee entry levels. The pre-training questionnaire (PTQ) contains this vital information on your incoming group.

Integrate training components

Link language training with technical training by introducing the Youth Development context into language training sessions. Language and cross-cultural training competencies should, in fact, address the range of Volunteers' professional needs. For example, Trainees should get practice in presenting themselves to authorities, conducting administrative tasks and interacting with colleagues. Here are just a few examples:

- Youth Development workers may practice staff training by giving a feedback session in the target language.
- Youth workers may prepare a presentation on a social work concept, focusing on defining and illustrating technical concepts in the target language.
- Future Volunteers who will be working with adults in the community might practice culturally appropriate facilitation skills in the target language.

Integrate the project plan into the training

Good training should be clearly linked to the programming it is meant to support. Giving Trainees a picture of their role in meeting project objectives will motivate their participation in training activities. During the PST share the project plan with Trainees, especially the goals, objectives, and milestones. Focus on the milestones that they will contribute to achieving, and discuss the tasks they are expected to perform to accomplish those milestones.

A three-session *PATS PST Module* that introduces PATS, the project plan, and PCV roles/responsibilities is available.

View training as a continuum

Link all phases of training by building necessary start-up skills during PST, and identifying additional skills Volunteers will need in their assignments for development during ISTs. For example, if the Volunteers are expected to train host-country youth workers in life skills education, they could learn during PST to conduct a needs assessment, and during their first several months they could gather baseline data about their sites and staff needs. Then a technical IST could prepare them to conduct workshops for their counterparts.

Build appropriate evaluation tools into the training design

During PSTs, review the evaluation plan. Emphasize Volunteer reporting requirements, since these reports are key elements of project monitoring. Use ISTs to "check in" on tasks and progress towards project milestones and objectives.

Evaluation of training will permit you to know if you have achieved your training goals and objectives, and to revise the same training for future groups or to plan future training for the current PCV group. More on this subject is included in Section VI of the PATS Manual, Evaluation.

The PST for Youth Development

Timing and content

PSTs for Youth Development range from 6 to 12 weeks, depending on the country and on the language to be learned. A 12 week technical PST for youth workers (that also includes intensive language, cross-cultural, health and safety, and other components) might be divided as follows:

Pre-Service Training Skills

The core Youth Development skills fall under six major content areas for training:

- Youth and family life education skills
- Program design skills
- Training skills
- Communication skills
- Counseling skills
- Management/marketing skills

Youth and family life education skills

Age-, gender-, developmentally, and culturally appropriate social skill-building for individual youths, groups, and families; skills to allow youth to develop their positive self-esteem, decision-making, communication, self-expression, conflict resolution, goal-planning, self-discipline, empathy, shared responsibility, vocational, and citizenship competencies.

Program design skills

Planning skills, including an ability to recognize the variety of youth needs and talents and to incorporate them into a participatory process with the youth beneficiaries and community; designing programs that are coordinated with other youth services.

Training skills

Ability to assess current needs and anticipate program design needs in terms of training required for youth, staff, advisory and governing boards and committees of youth-serving organizations, and other organizations interested in serving youth; facilitate experiential and lecture-style training activities.

Communication skills

Ability to listen, observe, and learn pertinent information from people; communicate appropriately, both verbally and nonverbally; utilize technical vocabulary; write clearly; and process group situations.

Counseling skills

Interviewing skills; practicing professional knowledge concepts, principles, and values; client coaching and management; individual social and vocational profiling, assessment; and advice-giving.

Management/marketing skills

Individual youth and group discipline; youth group leadership and management; staff supervision, team building, leadership development, and decision making; goal-planning skills for budgets, policies, and referenda; consensus building; packaging and selling concepts and products.

Cross-sectoral issues

The above skills prepare a future Volunteer for work in a general youth-serving model, where multiple needs are addressed. For a work environment in which one sector, such as Environment, is dominant, technical training in the content area must be added. If the Tainees arrive with strong technical skills, the focus will be on engaging the Trainee in learning how the activity is performed in the local culture. It is most advantageous if the method of benchmarking is used. This is the art of finding and studying the best example of the desired activity, or part of the desired activity, and copying it to fit one's own needs.

The importance of empowerment during training

Over the course of the training cycle, Youth Development Trainees should move from strong dependency on staff guidance to assuming nearly full responsibility within a staff-to-Trainee coaching relationship. In various forms, similar processes are engaged to develop self-reliant, capable youth. Since youth workers model to youth during all interactions, the process of movement from their own sense of powerlessness to being empowered is an important experiential lesson for future youth workers. This means disorganization, struggles, upsets, focused energy, agreement, learning, growth, and self-assuredness are expected progressive outcomes.

Pre-Service technical training

General phases of a 12-week technical training may resemble the following:

Weeks	Topics and Skills Building Areas
Weeks 1–2	Project and collaborating agency overview, expectations, and agreement on process of technical training.;Trainees' accountability and responsibility for training; self-assessment during training; Peace Corps development principles; introduction to nonformal education (NFE) methodology and role of NFE and community development (CD) in the future PCVs' youth work; NFE-experiential learning cycle, PATS and analyzing the youth project plan; what and how to monitor.
Weeks 3–4	NFE-needs assessment techniques; educational system and youth competencies for success as adults; developmental stages of youth, high-risk children and youth: (their current options, information gathering activities, and trainee presentations of results [in English, with some local language references]), NFE-group facilitation; health issues and services to youth.
Weeks 5–6	Practicum or "live-in," Trainee presentations, social service organizations, staff training, and youth delivery services; functional and dysfunctional families according to local cultural norms; culturally appropriate ways for nonfamily to demonstrate care, love, and discipline to individuals and groups of youth; conducting youth intake assessments and negotiating an individual Youth Development plan; NFE-identify and make useful materials to train staff to use with youth and practice using them.
Weekds 7–8	Trainee presentations; managing youth and family services provided by government agencies and non-governmental organizations; linking service providers; working with counterparts, supervisors, advisory and governing boards, and committees; social work as practiced in-country; NFE-planning activities with people.
Weeks 9–10	Trainee presentations using more of the local language, CD principles and practices, community networks and supports in local culture, roles and levels of participation of youth in exercising citizenship, integrating Trainees' technical skills to communities and work sites, client management, working with families, the world of work for youth.
Weeks 11–12	Trainee presentations in target language, counterpart workshop, time management for the future Volunteer, practical exercises for keeping focus, review of tasks and objectives, modeling as an educational tool.

Competencies for Youth Development Volunteers

Competencies are statements of what the Trainees will be able to do at the end of the training, permitting them to successfully undertake their job. Defining the competencies guides the design and evaluation of the training sessions and activities. Competencies should be written with active, measurable verbs. Mastery of competencies defined with verbs such as "know" or "understand" is difficult, if not impossible to measure.

Here are selected examples of how the training design team for the Romania PST turned some of the project tasks into competencies.

EXAMPLE—

Task 1: Conduct a needs assessment of the organization.

Competency 1–1: Trainee will demonstrate the ability to interview each member of the NGO, in Romanian, on his/her specific activities and commitment within the organization.

Task 2: Conduct training workshops with the NGO's members to assist in its organizational capacity and support expanding membership.

Competency 2–1: Trainee will design a one-week workshop that covers—

- **decision making**
- **conflict resolution**
- **goal setting**

Competency 2–2: Trainee will demonstrate mastery of the principles of adult learning as applied to facilitation skills.

Behavioral objectives

Behavioral objectives are used to break down competencies into target skills. They indicate the evidence that proves acquisition of the target competency. The development and use of behavioral objectives in PSTs can be illustrated through examples taken from the above competencies:

EXAMPLE—

Competency 1–1: Trainee will demonstrate the ability to interview each member of the NGO, in Romanian, on his/her specific activities and commitment within the organization.

Behavioral Objectives:

- **Describe the elements of an effective interview.**
- **Prepare a listing of the most frequent Romanian vocabulary relevant to social services roles and activities.**
- **Develop a list of clear, relevant questions that will provide adequate information on each interviewee's role and activities.**
- **Demonstrate in a role-play the ability to put an interviewee at ease.**
- **Demonstrate an ability to ask the prepared questions in Romanian, and to rephrase if necessary.**
- **Correctly note answers given in Romanian, and rephrase to confirm understanding.**

Competency 2–2: Trainee will demonstrate mastery of the principles of adult learning as applied to facilitation skills.

Behavioral Objectives:

- **Trainees will list principles of adult learning.**
- **Trainee will list and define major learning styles.**
- **Given a sample training activity, Trainee will explain ways to adapt it to a variety of learning styles.**
- **Trainee will list and define the steps of the experiential learning cycle, and provide an illustrative example of an activity carried through all steps.**
- **Given a brief training activity, Trainee will develop a list of five appropriate processing questions.**
- **Trainee will state the criteria for providing effective feedback to Trainees.**
- **Trainee will demonstrate the ability to give and receive appropriate feedback.**

The Technical IST

The technical In-Service Training is an opportunity to enhance PST by further developing technical skills. Often host-country counterparts are included, providing opportunities for increasing collaboration and interaction. Normally the first technical IST is held after the PCVs have been at site for three to six months, and they are rarely held in the last six months before a group's COS (Close of Service).

Funding sources

Funding for ISTs should be sought well in advance and built into each annual budget, according to the practices of each Peace Corps post. Potential sources of funding for technical ISTs are the Region via the annual IPBS submission; the HCA or a collaborating agency; OTAPS Youth Sector via the annual Project Status Report (PSR) followed by a 90 day Request Form; Small Project Assistance (SPA) via their request form; USAID in-country mission; and other international donor agencies or NGOs. For cross-sectoral training activities it is possible to request partial funding from other OTAPS sectors (Small Business, Environment, Health). It is possible combine funding from any of the above sources.

Keep in mind that the Youth Development Sector has limited funds available and cannot fund all technically acceptable requests. Early, well-formulated requests followed up on with a 90-day request and prompt responses to OTAPS inquiries stand the greatest chances of receiving funding.

Needs assessment and design

Conduct a needs assessment at least two months before the IST, more if you are going to be requesting outside technical assistance. The purpose of the needs assessment is to develop goals, objectives, and a training design for the IST. The following process can be used:

1. Review reports from Volunteers and your own site visit reports.

2. Meet with PCVs, supervisors, and counterparts, and observe them in action. Query them about their perceived technical needs. During observation, be alert to scenarios and critical incidents which might be a basis for discussion during the IST. Observe how closely Volunteers and their counterparts work together—is it a strength the IST can build on, or a problem the IST needs to address?

3. Distribute a needs assessment questionnaire to Volunteers and counterparts.

4. Identify competencies needed by Volunteers and counterparts, and develop objectives for the IST.

5. Identify material and human resources for the IST, including Volunteers and counterparts who may be able to assist in the presentations at the IST, and other host-country experts who might participate.

6. Prepare an announcement/invitation to Volunteers and counterparts. Announce the goals of the IST and ask participants to bring projects, problems, etc.

7. Develop a training design, stressing participatory activities relating to the actual situation

8. Develop an evaluation instrument for feedback on the success of the IST.

Sample Topics for Technical ISTs

- Educational, health, and social development issues facing specific at-risk youth populations—orphans, runaways, homeless, street children, school drop-outs, child laborers, malnourished young people, drug users, very sexually active youth, physically and sexually abused children, physically, and academically challenged youth
- Employment and employability skills training
- Entrepreneurial skills training and linkages to credit
- Pre-vocational, literacy, writing, alternative schools, equivalency certificates
- Technical vocational training designs, curricula, linking to programs
- Health—wellness, healthy lifestyles, hygiene training
- Prevention education of AIDS, alcohol/substance abuse, premature parenting
- Active citizenship, community development, community service and service corps programming
- Environmental action and community development through youth conservation corps
- Active citizenship through youth councils and congresses, leadership training
- Individual discipline and youth group behavior management techniques, managing the very young and the older children in a program setting, issues related to siblings, behavior problems, other special needs youth
- Youth enrichment ideas for sports, recreation, artistic, creative, and performing arts activities
- Identifying, recruiting, and retaining youth in programs
- Physical environment of youth centers
- Equipment and materials—which are needed, how to provide and maintain, how to use effectively
- Scheduling—full day, before, after school, boys and girls, mixed age groups

V. Evaluation

The term "evaluation," as used by Peace Corps, consists of both monitoring and evaluation activities. Monitoring involves the regular observance and reporting that let us know if we are on track with what we planned to do. Evaluations are generally held at key decision points of the project, and aim to inform us whether our activities and accomplishments have led to the desired changes. Youth projects present some special challenges for evaluation activities.

Challenges in Developing and Implementing the Evaluation of Youth Projects

- *Multisector projects that involve youth in a combination of program components such as employment, health, and environment, complicate the selection of indicators.*

- *Good youth programming tends to require an entire system of support and opportunity, not a single program.* Good youth projects may be highly dependent on ability of many agencies or organizations to plan and conduct good programming. This interdependence may complicate the Peace Corps evaluation process.

- *It is popular to cite the reduction of negatives like crime, adolescent pregnancy, or drug use in evaluating Youth projects, since it is the existence of these problems that often triggers youth programming. The focus on these indictors alone sustains a victim model of programming.* A positive Youth Development model focuses on the development of competencies, seeing youth as resources who can help themselves obtain the other skills they lack. The acquisition of competencies and skills thus constitutes a better frame of reference to promote the positive model.

- *Predicting the length of time required to effect behavior changes, and the exact form these changes will take, is complicated.* Engaging youth in the direction of positive growth is not always a linear task. The most frequent approach is to engage them in a range of positive behaviors, within a framework that is constantly changing and flowing. Estimating these changes, however, and then monitoring a few key indicators consistently, will vastly improve project results.

- *Expected results must be developed with a sensitivity to the fact that later participants in project activities may enter with lower skills or bigger problems.* The same level of accomplishment with such beneficiaries will likely result in a lower level of output or outcome, without this drop indicating any failure.

Areas of Analysis

There are five levels at which the effects of youth projects may be felt:

- **Youth themselves:** Identifying, developing, and promoting skills, knowledge, and behaviors, that are age- and culturally appropriate, with the host-country youth and adults.

- **Families:** However they are defined within a given culture, families constitute the basic support system by which, at the optimum, youth are provided with the necessities of life, a sense of moral and ethical behavior, an education, and an introduction to the adult world.

- **Youth workers and trainers:** Programs rely on staff. Adult youth workers provide youth with information and may, with parents and other community members, guide their development to adulthood in a positive way. The skills of these workers are key to any sustainable programmatic response to Youth Development issues.

- **Youth-serving organizations and other interested organizations:** The capacity of an organization supersedes the individuals associated with it, becoming the reservoir of collective actions and relationships among staff, volunteers, and youth clients. Organizations succeed when they have appropriate financial, technical, and managerial capacities.

- **Communities:** The collective will of people, families, and organizations. In rural areas, the community designates an area where there is a connection among people occupying adjacent land. In urban environments, communities may rely on other levels of association rather than proximity of land ownership. An African proverb says it simply: "It takes a whole village to raise a child." While the communities vary within and among cultures, community development must always contain components of Youth Development and youth do not develop without a sense of community and citizenship.

Selecting Indicators for Youth Projects

Indicators are numerical or qualitative markers that help us measure the progress toward our milestones, objective, and goals. We can talk of input indicators like entrepreneurial training or output indicators like numbers of youth who started their own small business. If the Volunteer or individuals outside of the beneficiaries are doing it or making it happen, it is an input. If the beneficiary is able to do it or is doing it, chances are it is an output indicator.

While attitudes and knowledge are important considerations for desired behavior change in youth, it is considered easier and more accurate to use observable behaviors (washes hands at least twice a day) and the products of behaviors (x number of seedlings planted by youth conservation corps) as indicators. As with all indicators regarding youth, they must be developmentally appropriate (10-year olds are generally not expected to have achieved vocational competence), age appropriate (15-year olds are generally not are expected to manage family financial matters) and culturally appropriate (girls do not interact with boys freely in some cultures).

Selecting good indicators not only serves the longer-term purpose of facilitating project evaluation activities, but may also further the quality of project management. For example, good youth programs provide for interviews or intake assessments at or close to the first contact. These are generally conversations with the youth and other significant adults such as parents, who interact with the youth. Information about the use of her or his time, communication skills, emotional well-being, and positive and negative behaviors can be noted. Regular reviews of progress through observational notations of staff and frequent interviews with the youth will provide needed information for good management and also feed directly into output indicators.

Some Words of Caution about Selecting Indicators

Trying to monitor too many indicators can be a burden and may ultimately discourage attempts at data collection. Also, neither individuals nor organizations can change many things at the same time.

If the purpose of the program is to "engage and prepare youth for their roles in family life, the work world and citizenship," it may seem that mere participation of youth in programs is an indicator. This is generally considered an input indicator and is okay at the task and milestone level. At the objective and goal level, for example, the level of preparedness and engagement demonstrated by

youth in their positive development (for example, changed use of time) is more valid. An organizational example would be the institutionalized capacity to design and execute staff training in the area of group management.

In youth work as in all other social development activities, the need to determine and share what activities, projects, or programs make a difference in the lives of youth is not only demanded by those writing the checks, but is the ethical thing to do to protect against wasting resources on projects that do not make a difference.

Examples of specific indicators follow. The nature of the project under consideration may dictate that other indicators, not on these lists, be included.

1. Individual Youth Project Recipients Indicators

- Literacy and numeracy skills
- Vocational aptitude
- Self-esteem
- Use of time
- Knowledge and practice of health-related behaviors
- Citizenship competencies (e.g., involvement in volunteer activities, knowledge of civic responsibilities, etc.)
- Social skills
- Alcohol and/or other drug use or abuse
- Knowledge of vocational options
- Criminal and/or violent behaviors
- Sexual activity level
- Presence or absence of sexually transmitted diseases

2. Family Indicators

- Level of cooperation on family tasks
- Number of youth re-integrated or placed with families
- Number of two-parent and single-parent families
- Number of youth with absent parents (e.g. ,those living with members of extended families, guardians, or street children)
- Percentage of teen parents
- Socioeconomic status of recipients' families
- Size of family groups

3. Youth Worker and Trainer Indicators

- Skills in assessing the needs of individual youth through intake, observation, and demonstrable use of knowledge of developmental needs of youth
- Skills in leading activities and creating experiences for youth that promote normal, healthy growth
- Ability to use guidance techniques that allow youth to develop self-expression, self-direction, self-discipline, and good self-esteem
- Skills in developing trusting relationships with youth and co-workers

Continued

- Demonstrated understanding and appreciation of rules, roles, and relationships within groups and organizations
- Ability to behave in ways that demonstrate respect of individual youth and their backgrounds
- Skills in establishing authority and commanding respect
- Skills in planning with and for youth
- Demonstrated skills in working with a wide developmental range of children
- Demonstrated ability to use community resources to enrich daily living
- Ability to demonstrate planning, administrative, and programming skills

4. Organizational Indicators

- Number of NGOs that provide youth-serving projects
- Number of government sponsored projects for youth
- Source and degree of funding available for youth projects
- Focus on prevention or early intervention
- Developmentally appropriate curricula and activities
- Cost effectiveness of projects
- Number of youth served in each project by gender and age
- Level of involvement of parents, extended family members, or guardians in the organization
- Level of youth participation in planning and evaluating projects
- Existence of sound management plans and budgets
- Quality and frequency of staff-training opportunities

5. Community Indicators

- Number of youth enrolled in school
- Number of employed youth
- Potential in terms of openings and range of opportunities for youth employment
- Availability and quality of recreational/sports facilities for youth
- General community attitudes toward at-risk youth and youth in general
- Level of sexual and physical abuse
- Availability of community-based educational facilities and programs for youth
- Level of youth crime and gang activity
- Availability and quality of cultural activities for youth (e.g., libraries, art and music programs, theaters, etc.)
- Evidence of coordination among agencies providing youth programs
- Evidence of community-sponsored youth events or general events that include activities promoting positive Youth Development
- Existence of youth commissions, youth councils, and other groups that plan and advocate for youth on an ongoing basis

Data Collection and Periodic Reporting for Youth Projects

Typically, data collected during the needs assessment process of developing the project plan relate to national- or regional-level information. Local-level baseline data are, however, needed for evaluating the specific results of the project. PCVs and counterparts can gather much of this baseline information. The same cautions apply as when selecting indicators. This selection process should review the implications of asking or seeking particular data for their possible impact on the project. Youth are especially vulnerable to researchers asking questions regarding sexual activity, drug use, and possible illegal behaviors that may implicate them, their parents, or their friends.

Periodic PCV Reports

PCV reporting is essential at several levels. It helps encourage reflection by the PCV, and brings the APCD into the process of monitoring. Reports on tasks completed towards milestones should provide both narrative and quantitative information, This approach gives us a sense of what is happening and allows PCVs to report quality issues, such as "the training program reached 25 youth workers this past quarter, and received 'excellent' ratings from 90 percent of the participants." By citing the numbers, we have a marker to help us judge the extent of the activity.

APCDs need to determine appropriate ways to acknowledge the PCV reports. When there are so many to handle, the APCD is challenged to be creative. It is a truism that unless the PCV gets a response, less effort gets put into the reporting process.

Who Should Perform Formal Youth Development Project Evaluations?

Ideally, the evaluation team is formed during the project planning process. This gives the monitoring process the flavor of it being a growth process rather than an audit or a police visit that looks for errors and the guilty. Increasingly, local capacity to evaluate projects is being developed and it is possible that the evaluation team may be made up entirely of locally available personnel including Peace Corps and HCA staffs.

This monitoring and evaluation team could include, but need not be restricted to, the following members:

- Country Director(s)
- APCD responsible for Youth projects
- PCVs assigned to Youth Development projects
- Representatives from HCAs and NGOs
- HCNs with expertise in project evaluation
- Peace Corps trainers
- Youth participants/recipients and members of their families
- Ministry representatives
- External evaluation consultants
- Peace Corps/Washington staff

Although an external consultant may be asked to lead formal project evaluations, it is important that Peace Corps staff and volunteers also be trained in evaluation methodology at appropriate levels. This training helps to ensure that appropriate documentation of project effectiveness and quality is consistently collected and stored in a central database.

Utilization of Evaluation Results

A number of constraints may limit the use of evaluation results. Organizations must be persuaded to give evaluation results a hearing. This can be done best through the efforts of highly placed decision makers (e.g., the Country Director or APCD) who insist that feedback be utilized in a productive manner and who view evaluation as an advocacy process, rather than an adversarial one. Rewarding those who adopt this viewpoint can assist in assuring that the evaluation results are applied.

The early involvement in evaluation of all those involved in youth-serving projects ensures the highest level of cooperation. Creation of mechanisms for continuous feedback during the evaluation process encourages project participants to become involved. Adherence to the principle of "least interference" in the project, particularly during evaluation activities, can also lead to acceptance of the evaluation results.

Evaluation of Youth projects should begin and continue in a system of planned change. Realizing that the needs of youth change over time, and that projects must be responsive to these and other host-country considerations, those involved in the evaluation process and those who are stakeholders should become well-versed in the processes for gathering evaluation information, and of their application. True change agents view evaluation as only one of many techniques which may be used to promote youth-serving projects. Project evaluation can help the organizations in which Peace Corps has a vested interest to recognize and work out solutions to their own problems through the opening of communication channels and the development of internal acceptance of systematic change.

Reminders and Recommendations for Evaluation of Youth Projects

- Include appropriate training (PST and/or IST) in evaluation methodology for PCVs.
- Train counterparts and HCA staff in evaluation methods and expectations, and use of the feedback provided by an evaluation.
- Provide adequate background development of youth-related issues to evaluation specialists involved in the assessment process
- Use personnel of Host Country Agencies to help identify culture-specific and culture-appropriate indicators for assessing change.
- Decide how to measure indicators prior to project implementation; some are more difficult to measure than others.
- Develop approaches for data collection and interpretation that are language-appropriate, easy to verify, and will hold up over time.

- Encourage positive attitudes toward the evaluation process.
- Start planning for evaluation at the initiation of the project planning phase

Appendices

Appendix 1: Sample PGOMT
Appendix 2: Tasks

Appendix 1: Sample PGOMT

Project Purpose

To increase the participation of youth in economic, social, and civic development, through improved and more diversified services and increased self-esteem.

Goals	Objectives	Milestones
	#3: By 1995, the directors of at least 6 youth centers will demonstrate the ability to a) identify and mobilize resources to support/expand their programs and b) efficiently manage youth center resources. This includes financial, material, and human resources available in government, bilateral, and multilateral programs as well as from private sector sources.	**#3.1:** 25 Tunisian youth and community workers will have participated in a workshop to develop their resource identification and mobilization skills by the end of the first year of the project. **#3.2:** Six months after the workshop, at least 6 youth and community workers will have expanded and/or enhanced their programs using newly tapped resources.
Production: By 1995, involve categories of as yet unserved youth (unemployed, female) in at least 6 rural youth centers by introducing a more varied range of activities, which are both congruent with the stated aspirations of the target groups and provide them with practical skills which are likely to be of use to increase their potential in the labor market.	**#4:** By 1995, create at least 6 new areas/arenas of activity in rural areas. This includes building new centers, extending existing centers, and spreading into new arenas such as local markets, meeting places, etc.	**#4.1:** By the end of the first 6 months at least 6 new arenas/areas will have been identified. **#4.2:** By the end of the first 12 months at least one new activity will have been organized in a new arena in each of 6 centers.
	#5: By 1995, create and implement at least 6 pilot projects enabling at least 12 young people to implement their own income generating activities.	**#5.1:** At least one pilot project will have been identified in each of 6 centers by the end of the first 9 months. This will take into consideration local opportunities, government programs and the stated aspirations of local youth. **#5.2:** By the end of the first 12-month period a plan of action will have been developed for the imple-mentation of each of 6 pilot projects.

Goals, Objectives, and Milestones

Goals	Objectives	Milestones
Capacity #1: By 1995, increase the capacity of 25 Tunisian youth and community workers in 6 rural youth centers to implement Youth Development programs aimed at addressing the stated personal/vocational development needs of local youth taking into account local priorities/opportunities; enlist the active participation of local youth in community life.	**#1:** By 1995, 25 Tunisian youth workers will demonstrate the ability to perform participatory community and youth assessments, to organize and facilitate community and youth meetings, to develop action plans based on group consensus, to enlist support for and commitment to youth-generated decisions, and to monitor/evaluate program implementation in conjunction with all the parties involved.	**#1.1:** After a 6-month period the current approach/situation will have been surveyed and needs assessed in 6 centers. **#1.2:** 25 Tunisian youth and community workers will participate in one participatory methods training workshop per year over a 3-year period. **#1.3:** 25 Tunisian youth and community workers will apply the new skills acquired in each workshop. This will be assessed by on-site monitoring and observation using the appropriate tools.
	#2: By 1995, the directors and workers in at least 6 youth centers will be using 5 new or improved technical skills which will have been identified as a result of needs assessments involving both local youth and parties involved in youth/local development.	**#2.1:** At least 3 new techniques will have been identified by the end of the first 6-month period. An additional 2 or 3 techniques will have been identified by the end of the first 18 months (beyond FY 93). **#2.2:** A total of 60 participants will participate in 3 technical skills workshops in each of years 1, 2 and 3 of the project. **#2.3:** 80% of participants will be applying the new/improved skills within two months of participating in a workshop. This will be assessed by on-site monitoring and observation using the appropriate tools.

Appendix 2: Tasks

1. Develop working relationship with director and members of mobile youth center and rural youth clubworker.

2. Improve language/communication skills.

3. Integrate into local community and become acquainted with local leaders (male and female),meeting places (youth, older groups), schools, dispensary, Ministry of Agriculture, post office, etc.

4. Create and analyze youth club member data—age, gender, household occupation, place of school, attendance days, neighborhood or house location.

5. List all youth club activities and analyze them according to available equipment and type of member (e.g. primary school, high school, unemployed), gender, and scheduled attendance days.

6. Develop community map including any outlying settlements/dwellings served by club. Plot club members, meeting places, schools, and other sites identified during the rural assessment procedures workshop.

7. Practice technical skills already known or acquired during Pre-Service Training (e.g., painting, weaving, sewing, knitting, ceramics) and organize beginner activities.

8. Use formal and informal skills acquired during participatory skills workshop to define what members enjoy doing most; define their preferences for new activities; define why other youth (especially unemployed and women) don't come and what they would like to do; and experiment with new activities, times, and places to attract them.

9. Determine new technical skills required to implement intermediate or advanced level of activities described under task 7.

10. Apply new technical skills based on a workplan with the counterpart developed during a PST or an IST workshop.

11. Implement a small scope short-term project.

12. Build, expand, or improve a physical part of the club environment or the community.

13. Evaluate members' appreciation of new activities.

14. Prepare statistical and descriptive reports of club activities.

15. List development funds/projects, training centers, and local businesses likely to contribute funds and/or material resources (village, delegation, governorate, national, and international levels).

16. Develop strategy for maximizing use of resources within mobile unit circuit and accessing new resources.

17. Implement activities using new resources.

18. List suitable places (schools, community buildings, dispensary, market place,) and partners (schools, women's groups, farmer's associations) for activities (field day, exhibition).

19. Organize two activities in new areas.

20. Working with a group, design and implement one pilot project that involves most or all of the following steps:

    - Identify target beneficiaries.
    - Identify project with target beneficiaries.
    - Design project and develop budget.
    - Identify potential funding sources.
    - Secure funding.
    - Organize/provide technical training to beneficiaries.
    - Procure necessary equipment and supplies.
    - Implement project.
    - Monitor beneficiaries' performance.
    - Provide beneficiaries with assistance to set up their own projects.

21. Participate in all ISTs organized by Ministry of Youth.